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ABSTRACT

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, addresses how and why parents should become involved in their children's learning. Topics covered include the following: involvement opportunities; identifying the hierarchy of school officials; preparing for parent and teacher conferences; listing activities for parents and children; writing a short story to read with a child; organizing ideas and communicating concerns; identifying resources; and participating in the community. Basic skills addressed include communication skills, thinking skills, personal qualities, using resources, interpersonal skills, using information, and working with systems. The module contains the following: teaching points for the instructor; sample learning activities; a list of 13 resources; a sample lesson plan consisting of objectives, learners and context, room setup, materials needed, tasks to do ahead, media used, and steps for conducting the lesson; readings; role-play materials; and pre- and postassessments. (KC)

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ED 416 349

LAES
Latino Adult Education Services

Tierra de Oportunidad

MODULE 12

Parents Involvement in their Children's Education

Ed Kissam and Holda Dorsey

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INSTRUCTIONAL AREA
Developing Life Long Learning

MODULE 12

Parents' Involvement In Their Children's Education

Overview

Many immigrants come to the U.S. in search of educational and occupational opportunities for their children -- "so my children can have a better life". Immigrant parents' recognition of the value of their children's education is a valuable contribution to their children's future. However, to assure their children's success, parents will need to become increasingly involved in their children's education and participate in many facets of their children's learning experience. This participation should, ideally, go beyond the traditional parent role of making sure children go to school and helping them with homework.

Parents' investment of time to be involved in their own children's education is a rewarding and valuable experience. Becoming involved in one's children's education can take many forms -- from talking with children at home about school, to helping them with homework, or helping them resolve problems which arise at school, to being involved with school-related organizations -- for example a school site council or parent's advisory group.

Parents' involvement in their children's learning requires much more than help with formal learning tasks. It involves, also, talking to children, about a wide range of issues, encouraging them to be thoughtful, creative, and innovative. Parents' willingness to pay close attention to their children's experience in confronting a new culture is an important part of strengthening families' resiliency in adapting to a new cultural context -- neither accepting new cultural values unquestioningly nor rejecting them out of hand.

Parents do not need to be experts on education to be productively involved in their children's education. What they do need is to know that their concern, common sense, and participation will make a difference -- even when the "experts" -- school administrators and teachers do not seem to hear them. In several communities, immigrant parents have taken advantage of California's new provisions for innovative "charter schools" to work with other parents and teachers to develop school programs that respond directly to their needs.

Immigrant children face a variety of problems in school -- learning a new language, experiencing subtle or out-front ethnic conflict and discrimination, and facing the challenge of developing their own strategies for living in two cultures. Parents need to appreciate that learning to live in a multi-cultural society is bound to be a turbulent and confusing experience for most children. Their children will need solid personal support in this process.

Currently, children's right to equal education in elementary and high school is legally guaranteed by a Supreme Court decision affirming that right. Most U.S. educators believe that education -- access to knowledge -- is a basic human right but the picture is now becoming more confused as access to education comes to be conditioned increasingly on immigration status. Immigrant families will need to become actively involved in standing up for their own rights and their children's right to equal access to learning. *(Instructors, be aware that this is a political issue)*

Basic Skills Development

This curriculum module serves to build several foundation skills. It will be useful for the instructor to emphasize to the class how the module and the class activities contribute to these skills.

Basic Skills:	Organizes ideas and communicates concerns, receives, attends to, interprets, and responses to verbal messages and other cues such as body language in ways that are appropriate to the purpose; for example, to comprehend; to learn; to critically evaluate; to appreciate; or to support the speaker, estimates the economic value of education
Thinking Skills	Sees things in the mind's eye, sees the benefits from being pro-active, recognizes and can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations. involves being aware of learning tools such as personal learning styles, formal learning strategies, and informal learning strategies.
Personal Qualities	Maintains responsibility, participates in the community, believes in self worth, relates well to others.
Uses Resources	Identifies, analyses and uses resources to resolve educational access problems, allocates time, money and materials to activities that facilitate reaching established goal.

Interpersonal Skills	Participates as a member of a team, helps others learn, teaches others,
Uses Information	Acquires and applies necessary information routinely in job performance. This includes acquiring, evaluating, organizing, maintaining, interpreting, and communicating information, and using computers to process such information.
Works With Systems	Understands how educational systems work and works within those systems

Teaching Points

1. **Children have a right to an elementary and a high school education,** no matter what their immigration status.. The U.S. Supreme Court has held that all children have a fundamental right to an elementary school and high school education.

2. **Children have a right to equal educational services.** There are very strong laws protecting children from discriminatory treatment based on their race, national origin, language, mental or physical disability, sex, etc. This includes the right to receive special help, for example, due to difficulty in speaking English, and the right to diagnosis and appropriate instruction for children with special education needs. Parents also have the right to expect that their children be taught in ways which recognize their individual interests, concerns, and abilities. Although this right is not clearly legally protected, parents' involvement in their children's education can help concerned but overburdened teachers or even unconcerned teachers recognize their child as an individual.

3. **Parents themselves are important teachers.** Parents' willingness to take the risks of displaying their own ignorance when they do not know something, in working patiently to solve problems they face are an important part of teaching children. Playing with children and talking to them, even for a short period of time, is an important part of their learning. Trying new things is part of learning to learn. What a person knows is less important than what they do to find out new things. When parents and children explore learning together, the experience of cooperation, family support, and excitement outweigh the problems of being tired, not having enough time, embarrassment.

4. **Education includes more than just being in the classroom.** The information society requires more than basic education. It rewards creativity, the ability to work together, the ability to put information together in new ways, curiosity, questioning, and asking difficult questions. Students' participation in extra-

curricular activities like sports, school clubs, music, theater is part of this development process and should receive as much support from parents as classroom work. Education often begins even before school with programs such as Headstart. Education can continue even in out-of-school summer programs and may, eventually, include employment-oriented programs for young people.

5. **The demands of future work will place more emphasis on personal interaction and building close and collaborative interpersonal relationships,** meaning that children's friendships and relationships with other students are an important part of their education. Children's social activities are an important part of their learning experience. While inter-ethnic tensions continue in many school settings, California is moving steadily toward a multi-racial, multi-cultural, and multi-lingual society in which children, teenagers, and adults of different ethnic backgrounds get along together. Many experts feel that one of the best ways to combat the negative impacts of gangs on young people is to make sure that no young person feels, left out, or in danger because they are on their own or isolated.

6. **Children whose parents are involved in their education are most likely to succeed.** Schools and the teachers in them are likely to best serve the children whose parents are involved in their children's education. Parents do not need to have any special knowledge to be involved in their children's education. They do, however, need to be willing to learn, to ask questions, and to take the trouble to meet with their children's teachers or school administrators. Parents can also play a crucial role by constantly seeking to build their children's self-esteem which may frequently be threatened by the difficulties of adapting to a new environment.

7. **Parents should consider being involved on advisory committees** for programs such as Migrant Education, Bilingual Education or on school "site councils". While participating on these committees, parents should feel free to expect staff to be accountable in explaining issues to them fully and should consider participation an important means of developing their own skills in securing information, analyzing it, and acting on it.

8. **In the U.S. schools are locally controlled and parents' involvement can make a huge difference in what kinds of services children get.** Being involved in school and educational politics can make a difference. The Los Angeles Unified School District has considered a resolution to allow parents to vote in school board elections whether or not they are citizens. Contacting state legislators will be a crucial part of making higher education affordable for immigrant children.

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Sample Learning Activities

1. Ask parents to describe their goals for their children and discuss the problems they will face in making those goals a reality.

2. Invite a minority community leader to talk to the class about the educational challenges they faced in getting to their current position.

3. Lead class discussion on whether extra-curricular activities are "wasting time" or not. If so, why? If not, why?

4. Ask each participant to discuss what their long-term educational plans are.

5. Role play different scenarios of student treatment by teachers. Are the students being treated equitably or not?

6. Estimate the value of an education based on different earnings of blue-collar workers, technical workers, and professional workers.

7. Ask the class to discuss whether it is best for mothers to deal with issues relating to school, fathers, or both parents.

8. Role play scenarios of different parent-teacher interactions.

9. Invite a K-12 teacher to talk about parents' roles in their children's' education. Alternatively, invite a principal or school board member to talk about their role in schooling, their vision of education, and the problems they are facing in their school and their immediate goals to improve education.

10. Discuss with the class different philosophies about language learning -- e.g. immersion, transitional English as a Second Language -- and their personal preferences about how best to learn a new language and what their children's experience in language learning has been.

11. Invite a local school board member, a school principal, and a teacher to the class to participate in a panel to discuss how parents and schools can best work together as a team to support children's education.

12. Develop with the class a list of activities parents can do with their children which help them learn, but which do not require knowledge of classroom material. These activities can include: telling stories, inventing stories together, family trips to new places like the beach or a local museum, family conversations, talking about the content of television and radio programs, checking books out from the library, writing letters to family members, telling stories, and explaining traditional cultural values.

13. Work with parents in the class to develop a list of the things they like best to do with their free time and the things their children like best to do with their free time. Using a Venn Diagram (two circles), see to what degree these activities overlap and brainstorm how it would be possible to find enjoyable things for parents and children to do together which would help support a "culture of learning together" in their home.

14. Invite a Head Start Center Director to the class to discuss the Head Start Program model for supporting pre-school children's social/emotional, physical, and intellectual (cognitive) development. Ask the class to prepare questions to ask the guest about how to sustain this kind of "balanced" development throughout a child's school experience. Ask the Head Start Center Director to talk about her or his ideas about how parents might be usefully involved in their children's classes.

15. When Proposition 187 was passed in California, many immigrant students were angry and frightened that they would be denied an education. (The legality of the Proposition is still being reviewed). Some schools threatened to suspend students who left school without permission and demonstrated against this but other schools sponsored in-school discussions. What do parents think might be the best approach for schools to have confronted this?

16. Encourage participation in parent advisory committees. It may be useful to ask class participants who have been involved to share with others their experiences and discuss with them how to be effectively involved.

17. Review and critique school discipline policies. Invite a school administrator to discuss with the class the rationale for policies which class participants question.

18. Have the class discuss how a local school is doing at serving the children of parents in the class and draft a letter to the principal with any recommendations they have for improvement (and, ideally, praise for programs, activities, or policies which seem to be working).

19. Discuss what appropriate expectations might be for "individualized education". Examine also limitations on what is feasible and how parents might contribute to collaborative efforts to respond to the needs of all children (e.g. mentoring? , helping with school activities?).

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Resources

- "Tarjeta de los derechos de los padres" *(card with parents' rights)*
  Comite Nacional para Ciudadanos en la Educacion
  900 2nd St., NE, Suite 8, Washington, DC 20002-3557 **(800) LE-AYUDA**

- META 524 Union St., San Francisco, CA 94133 **(415) 398-1977**

  "The Rights of Limited-English Proficient Students: A Handbook for Parents and Community Advocates",
  Available from META for $8.00

  "A Handbook for Immigrant Parents: Protect the Educational Rights of Your Children" 1991,
  Available from META for $3.00

- California Dept. of Education, Bureau of Publications
  P.O. Box 271, Sacramento, CA 95812-0271
  1-800-995-4099 (Visa & Mastercard accepted)

  "Hacia la Realizacion de la Autoestima", 1992.
  "The Changing Language Arts Curriculum: A Booklet For Parents"
  "The Changing Mathematics Curriculum: A Booklet For Parents"
  "The Changing History-Social Science Curriculum: A Booklet For Parents"
  "The Family is Critical to Student Achievement", 1994

- Crossing the Schoolhouse Border:
  Immigrant Students and the California Public Schools
  Available from California Tomorrow, Fort Mason, Building B,
  San Francisco, CA 94123, Phone **415-441-7631**

ESL Commercial Textbooks

- Decision Dramas, JAG Publications
  Unit 5, Bilingual Program or Immersion?
  Unit 8, High School: Drop Out or Stay In?

- The ETC Program, A Competency-Based Reading/Writing Book, Book 5: Language and Culture in Depth, Random House
  Chapter 2, Getting an Education

- Face the Issues, Longman
  Unit 8, From One World to Another

- Faces: Exchanging Views in English, Lateral Communications
  Unit 6, School Days

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SAMPLE LESSON PLAN

12. PARENTS INVOLVEMENT IN THEIR CHILDREN'S EDUCATION

OBJECTIVES

- discuss involvement opportunities
- identify hierarchy of school officials
- prepare for parent/teacher conference
- list activities for parents and children
- write a short story to read with child

LEARNERS & CONTEXT

Adult students. Average ability of the group is medium. The range of ability is wide. Motivation is high. Group size is between 11 and 30. There are many learners whose English is limited.

ROOM SETUP

Chairs and small tables to allow for various grouping strategies.

TO BRING

Handouts and school district(s) brochures

TO DO AHEAD

Invite k-12 teachers or PTA representatives.
Procure brochures or phone directories from local elementary and high school districts.

MEDIA USED

Overhead, print, school brochures

STEPS

Motivation
Introduction
Read about Parent Involvement
Discuss Ways to be Involved
Who is who
Parent/Teacher Conference
Questions
Break
Panel Presentation
List Activities
Report back
Reflection
Organize
Write
Revise
Evaluation
Closure

Holda Dorsey

Lesson Plan: 12. Parents and Child's Ed

	Motivation *Motivation* • *Establish Future Relevance*	Teacher tells the students how in other countries parents are only asked to come to the child's school when there is a problem. In the U.S. parents not only have the right but are expected to be involved in all aspects of their child's education. Parents can review textbooks, course outlines, approve or disapprove of programs, request special testing or specific educational services, assist in the classroom, be part of committees. Parents can speak not only with the teacher, but also with the principal, district office personnel and board members.
(7 min)		
	Introduction *Information Preview* • *State Objectives Formally* *overhead*	Teacher presents objectives with the help of a transparency. Students will be able to: discuss involvement opportunities identify hierarchy of school officials prepare for parent/teacher conference list activities for parents and children write a short story to read with child Students will also practice: organizing ideas and communicating concerns identifying resources participating in the community
(8 min)		
	Read about Parent Involvement *Information Acquisition* • *Silent Reading* *print*	Teacher asks students to sit with a partner. Teacher hands out the reading passages to one half of the students and the focus questions to the other half. Teacher asks students to read materials to themselves and to work with their partner to answer the questions.
(10 min)		
	Discuss Ways to be Involved *Practice & Feedback* • *Group Feedback*	Students guided by the teacher present possible ways of involvement in their children education. Also discuss the advantages of being active in the local school. And how to be involved even when working and going to school for themselves.
(10 min)		

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Lesson Plan: 12. Parents and Child's Ed

	Who is who	Teacher asks, students at random, if they know who is who in their school district, beside their children's teachers.
(15 min)	*Practice & Feedback* *• Creative Practice*	Teacher asks students to review brochures or to make phone calls to the local school district in order to design a chart identifying school officials.
	school brochures	Students can post the charts around the room and describe to other students who is who in "their" school district.
	Parent/Teacher Conference	Teacher asks students to suggest ideas for parents to prepare themselves for a parent/teacher conference. Such as:
(12 min)	*Practice & Feedback* *• Brainstorming*	Time of meeting; progress of child; academic program while child learns English; child's behavior, work habits, attitude; curriculum; interpreter; language learning approach; etc.
	Questions	From the brainstorming list, students are to formulate 15 questions to ask the panel.
(13 min)	*Practice & Feedback* *• Creative Practice*	
	Break	Students may take a few minutes to stretch, organize the seating, while the teacher escorts the visitors to the class.
(10 min)	*Other* *• Transition*	
	Panel Presentation	Teacher or student volunteer introduce the visitors. Each visitor explains their role in the education system.
(20 min)	*Practice & Feedback* *• Creative Practice*	Students ask their prepared questions. Students take notes of the responses and continue dialoguing. Students thank the visitors for their time.

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Lesson Plan: 12. Parents and Child's Ed

List Activities

(10 min) *Practice & Feedback*
- *Brainstorming*

Teacher asks students to work in groups of four to create a list of activities for parents and children to do together, such as reading together, visiting a museum.

Report back

(15 min) *Practice & Feedback*
- *Group Feedback*

Teacher asks the groups to share their ideas.
Teacher assigns two students to record ideas on the board.

Students organize the lists by deleting duplicates and categorizing the activities by time or place or expense.

Reflection

(10 min) *Motivation*
- *Novelty*

Teacher asks students to reflect on something significant of their culture and how they would share it with their children.

Students list everything they can think on the subject.

Organize

(5 min) *Practice & Feedback*
- *Group Practice - Indep.*

Teacher ask students in small groups to review their list, group ideas that fit together. Give each group of ideas a subtitle.

Write

(10 min) *Practice & Feedback*
- *Creative Practice*

Students working as a group organize the subtitles and write about them. They may use the listed ideas as a starting point, then add other ideas as they occur. Each member might want to write about one subtitle.

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Lesson Plan: 12. Parents and Child's Ed

Revise

(10 min) *Practice & Feedback*
- *Peer Feedback*

Students in small groups review first drafts of writing, analyze the pieces and suggest how they fit together.

One student acts as recorder and writes (types in computer) the collaborative piece.

Evaluation

(10 min) *Practice & Feedback*
- *Debriefing*

The group reflects on the activity. What they learned, what they enjoyed, what was difficult.

Students might also share if they would like to read their story to their children as is, if they would like to embellish it, or if they would like to compile all the stories in a class book.

Closure

(5 min) *Closure*
- *Learner Summary*

overhead

Teacher shows the objectives on the overhead and asks students to restate what they learned and relate what aspects were important to them.

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OBJECTIVES

Students will be able to:

- **discuss involvement opportunities**
- **identify hierarchy of school officials**
- **prepare for parent/teacher conference**
- **list activities for parents and children**
- **write a short story to read with child**

Students will also practice:

* **organizing ideas and communicating concerns**
* **identifying resources**
* **participating in the community**

Parents Involvement In Their Child's Education

For Latino parents is specially important to be actively involved in their child's education because it helps eliminate the cultural barrier that separates home and school. When parents talk about their customs and traditions they assist teachers in understanding the attitudes and behavior of the child in specific situations. Also, the whole family becomes effectively involved in the school system.

Children have a right to a primary and elementary school education, no matter what their immigration status. The U.S. Supreme Court has held that all children have a fundamental right to an elementary school and high school education.

Children have a right to equal educational services. There are very strong laws protecting children from discriminatory treatment based on their race, national origin, language, mental or physical disability, sex. This includes the right to receive special help, due to difficulty in speaking English. Parents also have the right to expect that their children be taught in ways which recognize their individual interests, concerns, and abilities. Although this right is not clearly legally protected, parents' involvement in their children's education can help concerned but overburdened teachers recognize their child as an individual.

Parents themselves are important teachers. Parents' willingness to take the risks of displaying their own ignorance, when they don't know something, in working patiently to solve problems they face are an important part of teaching children. Playing with children and talking to them, even for a short period of time, is an important part of their learning. Trying new things is part of learning to learn. What a person knows is less important than what they do to find out new things. When parents and children explore learning together, the experience of cooperation, family support, and excitement outweigh the problems of being tired, not having enough time, embarrassment.

Education includes more than just being in the classroom. The information society requires more than basic education. It rewards creativity, the ability to work together, the ability to put information together in new ways, curiosity, questioning, and asking difficult questions. Students' participation in extra-curricular activities like sports, school clubs, music, theater is part of this development process and should receive as much support from parents as classroom work. Education often begins even before school with programs such as Headstart, Even-Start. Education can continue even in out-of-school summer programs and may, eventually, include employment oriented programs for young people.

The demands of future work will place more emphasis on personal interaction and building close and collaborative interpersonal relationships, meaning that children's friendships and relationships with other students are an important part of their education. Children's social activities are an important part of their learning experience. While inter-ethnic tensions continue in many school settings, California is moving steadily toward a multi-racial, multi-cultural, and multi-lingual society in which children, teenagers, and adults of different ethnic backgrounds get along together. Many experts feel that one of the best ways to combat the negative impacts of gangs on young people is to make sure that no young person feels, left out, or in danger because they are on their own or isolated.

Children whose parents are involved in their education are most likely to succeed. Schools and the teachers in them are likely to best serve the children whose parents are involved in their children's education. Parents do not need to have any special knowledge to be involved in their children's education. They do, however, need to be willing to learn, to ask questions, and to take the trouble to meet with their children's teachers or school administrators. Parents can also play a crucial role by constantly seeking to build their children's self-esteem which may frequently be threatened by the difficulties of adapting to a new environment.

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Being involved in school and educational politics can make a difference. In the U.S. schools are locally controlled and parents' involvement can make a huge difference in what kinds of services children get. Contacting state legislators will be a crucial part of making higher education affordable for immigrant children.

Questions

1. Why should parents talk to the teachers about their customs and traditions?

2. Are all children entitled to attend elementary and secondary education? Is it compulsory?

3. Should you keep the children at home until they learn English and then enroll them in school?

4. Will the children fall behind in their learning if they spend all their school time learning English?

5. How can parents help their children if the parents only attended a few years of school?

6. Why should the children also participate in sports and other activities? What are they going to learn from that?

7. How does parent involvement in the child's school help the child?

8. What kind of committees ask for parent involvement? How will it benefit your child?

PREPARING A CHART

Please fill in the blanks with information from the school directories.

Board of Education

President: _____

Vice President: _____

Member: _____

Member: _____

Member: _____

District Administration

Superintendent: _____

Assistant Superintendent: _____

Assistant Superintendent: _____

Assistant Superintendent: _____

Assistant Superintendent: _____

Other: _____

School

Principal: _____

Vice Principal _____

Counselor: _____

Secretary: _____

Teacher: _____

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Date: _____

Student Name _____

Teacher Name _____

Student Survey
"Parents' Involvement in their Children's Education"

1. Do you have children at or below school age?

_____Yes
_____No, but friends, other family members, or people at work do.
_____No, and nobody I regularly talk to does either.

2. How confident are you that you have all the information you need about the rights children have to:

	For Each Line, Please check the box that applies to you			
	Not Very Confident	**A Little Confident**	**Quite Confident**	**Have All the Information I Need**
a. attend school regardless of the immigration status of their parents?				
b. receive special help in school if they have difficulty speaking English?				
c. be protected from discrimination or any bad treatment because of where they're from?				

3. Have you ever thought or talked with family members, friends or co-workers about the following:

	For Each Line, Please check the box that applies to you			
	Never	**Once or Twice**	**Often**	**Not Interested**
a) that children's first and most important teachers are their parents?				
b) that children often learn to solve problems by watching the way their parents solve them?				
c) that education is based on asking questions and then working with other people to answer them?				

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	For Each Line, Please check the box that applies to you			
	Never	Once or Twice	Often	Not Interested
d) that education prepares (or should prepare) children for the work they will do in the future?				
e) that activities outside the classroom, like sports and music, might help your child to learn important things?				
f) the different ways there are to help with your child's education?				
g) dealing with children's teachers so they do a better job helping the child learn?				
h) What you (or they) think schools should teach?				

4. Please read the background piece and advise Rodrigo what he should do.

Background. Julian has not been able to go to work because he has a broken leg, and has been spending more time with his daughter, Felicia, who is 8 years old. He has been talking with her and helping her with homework and asking her to go to the store for him. He writes her notes about what to buy, what it should cost, and how much change to bring back. He notices that many times she seems to reverse the letters and has a hard time reading; and she reverses the numbers too, so she reads 10 as 01. He has corrected her, and she has told him it is only because she is in a hurry to get him what he wants; and it's not a problem. And, she does seem to get what he's written on the list. He has talked about this to his wife, but she doesn't want to talk to the teacher about it because it might give the teacher a bad attitude toward Felicia, or the teacher might think they were making trouble. A parent-teacher conference is coming up next week, and Julian is wondering what he should do and say about this "problem" (if it is one). The grades Felicia has been getting have been OK (C+). He doesn't want to make a problem when there isn't one. Please advise Julian.

a. Should Julian say anything to the teacher?

_____

b. What should Julian say to the teacher? Please write a brief dialogue between Rodrigo and the teacher. You'll see below Mrs. Ortiz (the teacher) has just introduced herself to Julian. What should he say now? Please complete the rest of the dialogue

Mrs. Ortiz: Hi, I'm Mrs. Ortiz, Felicia's teacher. How are you? We really enjoy having Felicia in class with us; she's such a nice little girl and a promising student. Have you seen some of the nice things she has done in class?

Julian: _____

_____

Mrs. Ortiz: _____

_____

Julian: _____

_____

5. How confident are you that you can do the following or advise someone else how to do it effectively:

	For Each Line, Please check the box that applies to you			
	Not Very Confident	**A Little Confident**	**Quite Confident**	**Have All the Information I Need**
a. Explain the value of education to your children or children of friends or other family members; and how it might benefit them financially in the long-term?				
b. Get access to the education and educational services your child or children of friends or family members need?				
c. Participate in the educational process of your own children or children in your household or of family members				

LAES

	For Each Line, Please check the box that applies to you			
	Not Very Confident	**A Little Confident**	**Quite Confident**	**Have All the Information I Need**
d. Communicate with teachers and school personnel about your child or children in your household in order to understand how to help them succeed in school				
e. Plan ahead for a child's success in school?				
f. Talk to your child (or a family member's child) about what they should try to get out of their education to do well in the future				

6. **What do you want to learn about how parents can be usefully involved in their children's education?**

I want to learn:

BEST COPY AVAILABLE

LAES

Date: _____

Student Name _____

Teacher Name _____

Module 12
Parents Involvement In Their Children's Education

Instructions

There are four parts to this activity. This assignment may be done individually or in pairs. Please be sure to answer all parts. After answering Part 2, you may want to go back and revise your answers to Part 1. Part 3 asks you to write hints for your child, and Part 4 asks you to reflect on what you learned from your work on this module.

Part 1:

Write five questions that you think would be most important for a parent to ask their child's teacher at a parent/teacher conference.

1. _____

2 _____

3. _____

4. _____

5. _____

Part 2:

Please think about what is good and bad about schools that your children are attending, or about schools with which you are familiar. Think how those schools could be improved. Please write a description of either (a) how schools could be improved or (b) the "perfect" school on the page below. Please indicate for what age children you think the school (or the improvements you suggested) would work best. Last, but not least, please say what could you do to help make things better.

> For example, these are just a few questions to get you started: In your school, what would the administrators and teachers be like? How would the teachers be hired? How many students would there be in classes? How would English and Spanish languages be taught? How would children relate to each other? How would discipline be handled? How would parents be involved in the school? What would the school board's role be? What would the school look like? What kind of educational and other programs would there be?

LAES

Write your description below, and continue on the back of this sheet or on a separate paper. Write clearly because you may be asked to present your ideas to the whole group.

Response:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Part 3:

What are the main five things you would like your child to know about being a good learner and getting the most out of school? Write your answers as proverbs or rhymes that you think might be easy for a child to remember.

1. _____

2. _____

3. _____

4. _____

5. _____

LAES

Part 4.
Please tell us what you learned from your work with this module

1. Did you benefit from your work on this module regarding any of the following?

I understand better:	Yes/No	Please comment on either: * How you benefited; or * Why you feel this module was not useful for you in this area
a. the value of education to your children or children of friends or other family members; and how it might benefit them personally and financially in the long-term?		
b. how to get the education and educational services your child or children of friends or family members need?		
c. how to participate in the educational process of your own children or children in your household or of family members		
d. how to communicate well with teachers and school personnel about a child or children to help them succeed in school		
e. how to plan ahead to help a child succeed in school?		
d. how to help a child ask questions, make sense of the answers and use the information they obtain to solve problems?		
e. activities outside the classroom, like sports and music, help a child to learn important things?		

2. Did your work in this module help you in any of the following areas?

	Yes/No	Please comment on either: * How you benefited; or * Why you feel this module was not useful for you in this area
a. Reading and understanding information presented to you in written form?		
b. Asking questions and getting the information you need to know?		
c. Speaking with teachers and family members, and communicating your ideas persuasively?		
d. Writing notes or letters to communicate your opinions or feelings on an issue.		
e. Anything else? Please tell us:		